DOCUMENT RESUME

ED 245 034 UD 023 623

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TITLE	Clara Barton High School Bilingual Program. O.E.E. Evaluation Report, 1982-1983.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Mar 84
GRANT	G008104677
NOTE	46p.; Published by the O.E.E. Bilingual Education Evaluation Unit; Appendices are marginally reproducible; For a related document, see ED 231 914.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Achievement Gains; Attendance; *Bilingual Education Programs; High Schools; Limited English Speaking; Parent Participation; *Program Effectiveness; Program Evaluation; *Services; Spanish Speaking; Staff Development; Student Motivation; *Tutorial Programs
IDENTIFIERS	*Clara Barton High School Bilingual Program NY; New York (Brooklyn)

ABSTRACT

In 1982-83, the program evaluated here provided tutorial and supportive services to approximately 50 Spanish-speaking students of limited English proficiency (LEP) in grades 9-12 at Clara Barton High School, Brooklyn, New York. The program's main objective was to enable LEP students to function successfully in terms of language achievement and content courses, acculturation, and motivation to remain in school. Students were not scheduled for tutorial sessions but came in when they needed help and specified areas in which they most needed help. Supportive services offered by the project included services from the school's grade advisors and guidance counselors and more informal advice and encouragement from program staff. Quantitative analysis of student achievement indicates that (1) students did not meet the program's criterion for English language development, but high pretest scores limited the possible growth in this area; (2) passing rates for program students in Spring social studies and foreign language courses exceeded those for mainstream students; and (3) attendance rates did not differ significantly from the general school attendance rate. In the area of staff development, staff members attended relevant university courses. Finally, parental participation was limited because the school is not neighborhood based. (CMG)

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CLARA BARTON HIGH SCHOOL

BILINGUAL PROGRAM

1982-1983

OEE Evaluation Report

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UD023023

O.E.E. Evaluation Report

March, 1984

Grant Number: G00-810-4677

CLARA BARTON HIGH SCHOOL

BILINGUAL PROGRAM

1982-1983

Principal:
Dr. Shephard Hack

Project Director:
Thomas J. Lenihan

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A SUMMARY OF THE EVALUATION

FOR THE BILINGUAL PROGRAM

CLARA BARTON HIGH SCHOOL

1982 - 1983

This program, in its second year of funding, provided tutorial and supportive services to approximately fifty Spanish-speaking students of limited English proficiency (LEP) in grades nine through twelve. Forty-seven percent of the program students were born in the continental United States; others were born in Puerto Rico, the Dominican Republic, as well as several Central and South American countries. The school is not zoned, but selects applicants from any part of the city who wish to prepare for one of nine health profession occupations. All but three of the program students lived in Brooklyn and were dispersed throughout the borough. Although project students varied in English language proficiency, all took full programs of academic, vocational, and mandated courses in the mainstream.

The main objective of the program was to enable LEP students to function successfully at Clara Barton. No formal E.S.L. instruction was available because the E.S.L. teacher has been on sabbatical since 1981. In addition to helping students progress in both English and Spanish language achievement and in content-area courses, the program sought to instill confidence and to help students organize their studies and develop learning skills. The program also offered students a unit within the school with which to identify in an effort to bolster their motivation to remain in school despite financial pressures, cultural adjustments, and possible limitations in the education they received in their native countries. The project also sought to maintain attendance levels consistent with those of mainstream students.

The project received Title VII funding for two full-time staff positions: the project director, responsible for program implementation, and a paraprofessional who handled clerical tasks and record-keeping. Both staff members tutored students on an individual basis; program logs indicate that they held approximately 25 individual tutorial sessions each week. Students were not scheduled for sessions. Rather, they came in when they needed help and specified in which area(s) this help was most needed. The most common request for tutorial services was in math. Supportive services to project students included tax-levy services from the school's grade advisors and guidance counselors and more informal advice and encouragement from program staff. The staff continued their effort to bring program attendance up to par with schoolwide rates. Both program staff members continued to attend university courses; no further staff development activities were reported. Parents of program students participated in a Parent Bilingual Advisory Council. Parental participation was limited, however, because the school is not neighborhood-based.

Before the creation of tutorial and supportive services, the school administration had been reluctant to admit LEP students due to their potential difficulty with the school's demanding curriculum. The administration now hopes that the bilingual program will attract more Hispanic students to Clara Barton. Clara Barton faculty is more confident about teaching Spanish-dominant students and the students themselves were more secure since the advent of the program. In addition, the grade advisor indicated that with the assistance available to LEP students, she was often willing to place them in more demanding majors. Starting in September, 1983 program students will be placed together in some basic classes to enable program staff to work with those teachers and to allow the paraprofessional to assist students inside the classroom.

Students were assessed in English language development (Criterion Referenced English Syntax Test); achievement in academic courses (teacher-made tests); and attendance (school and program records). Quantitative analysis of student achievement indicates that:

--Program students pre-tested in the fall and post-tested in the spring on CREST, Level II mastered an average of 0.27 objectives per month. However, high pre-test scores at this level limited the possible growth in this area.

--The passing rates for program students in spring social studies and foreign language courses exceeded those for mainstream students.

--The attendance rate of program students did not differ significantly from the general school attendance rate.

The bilingual program has progressed toward fulfilling its objectives in the following areas:

--Promoting gains in English;

--Promoting success in content-areas similar to that of English-dominant students;

--Compensating for possible limitations in the education received in the native country by helping students to develop learning skills and study aids;

--Relieving the impact of culture shock and bolstering students' motivation to remain in school;

--Maintaining attendance levels and a level of parental participation comparable to those of the school at large;

--Upgrading professional skills of project staff;

--Moving toward the allocation of tax-levy services earmarked for bilingual instruction.

The following recommendations are aimed at increasing the overall effectiveness of the program:

--Keeping track of program objectives through quarterly evaluation meetings of relevant personnel;

--Implementing the testing program as proposed;

--Attempting to improve the number of students tested with standardized instruments as well as assuring that student data are reported accurately;

--Overseeing tutorial services to ensure that they are coordinated with bilingual classes, are made available to students with below-passing averages, and that a record of services is kept for each student;

--Identifying significant patterns relating to academic achievement, e.g., special problem areas, math achievement, and the effectiveness of bilingual classes;

--Tracking student behavior by examining drop-out and graduation figures and students' plans after leaving school;

--Examining school admissions statistics in terms of the numbers of Hispanic students admitted and what impact recruitment materials had on admissions.

ACKNOWLEDGEMENTS

The production of this report, as of all O.E E. Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of permanent staff and consultants. In addition to those whose names appear on the cover, Margaret Scorza has reviewed and corrected reports, coordinated the editing and production process, and contributed to the quality of the work in innumerable ways. Karen Chasin has spent many hours creating, correcting, and maintaining data files. Joseph Rivera has worked intensely to produce, correct, duplicate, and disseminate reports. Without their able and faithful participation the unit could not have handled such a large volume of work and still produced quality evaluation reports.

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CLARA BARTON HIGH SCHOOL

BILINGUAL PROGRAM

Location:	901 Classon Avenue Brooklyn, New York 11225
Year of Operation:	1982-1983, Second year of funding
Target Language:	Spanish
Number of Participants:	50
Principal:	Dr. Shephard Hack
Project Director:	Mr. Thomas J. Lenihan

I. OVERVIEW

Clara Barton is a specialized high school that prepares students for health professions. Its demanding study program includes mandated academic subjects, a health occupations curriculum, and a practicum. Clara Barton students are very much in demand upon graduation and can be placed in full-time employment if they are not pursuing full-time college work.

For the last several years Hispanic students accounted for about 20 percent of the school population. The school's rigorous requirements and high academic standards precluded the admission of students of limited English proficiency (LEP). Those who made the language requirement but were still not fully proficient were not allowed into more demanding majors such as practical nursing.

The school administration wished to make the Clara Barton program accessible to all Hispanics but was caught in a bind: students with limited language ability needed supportive services in order to

succeed; the school could justify diverting its budget to supportive services only if it had enough LEP students; yet it could not get more students unless the services were provided. The Title VII Bilingual Program was designed to help Clara Barton out of that bind and to remove a barrier to the admission of Hispanics with limited language ability into the school program.

The main objective of the Title VII project was to enable LEP students to function successfully at Clara Barton. By offering tutorial services, the project expected to compensate for possible deficiencies in the native country schooling and to help students toward proficiency in English. By providing students with a home base within the school itself, the project hoped to reduce the impact of culture shock, help students keep up with the high attendance expected at Clara Barton, and bolster their motivation to remain in school through graduation. It was also hoped that by attracting Hispanic students in sufficient numbers, the project would help the school secure allocation of tax-levy services especially earmarked to aid Spanish-dominant students to succeed.

The project staff (one director and one paraprofessional) identified those students falling under the twenty-first percentile on the Language Assessment Battery (LAB) test as program participants. They also accepted other students who, according to their teachers, were experiencing academic difficulties due to language problems. The program reached an average of 50 students a year, many of whom were born in the United States of Spanish-speaking parents. Other students came mostly from Puerto Rico, the Dominican Republic, and Central America.

The program began first-year operations late (funding notification was late) and went through several changes before settling into its current modus operandi. The program's main challenge was how to fit its services into the already packed, hectic, and highly individualized schedules of the students. Fortunately, there was a lot of motivation among program students. After several approaches were tried, the project learned that students who came less often were those who needed less help.

During the second year the project stabilized its operations. Participants developed a sense of identification with the project office and felt free to drop in when necessary. There was enough rapport to place the project office in a position to help with students' special problems. Daily logs were kept of students seen by each staff member and of students' daily attendance; a work folder for each student was begun. A Hispanic club was organized with the project staff and one of the school counselors as advisors.

A recruitment campaign to attract more Hispanic students has been started. The project office works closely with the guidance counselors both in admissions and majors placement. Program participants are now represented in all majors including the Honors Academy.

The tutorial lunchtime sessions will be continued in the third program year with more complete records kept on each student's work. In addition, project services will be provided in a new way. Two classes were organized for September, 1983 (in English and mathematics) which will enroll significant numbers of program students. The bilingual

paraprofessional will be working inside the classroom as an aide for program students.

The Clara Barton Title VII program is on its way to achieving its objectives. A more detailed discussion of this aspect will be found in the conclusions section of this report.

II. CONTEXT

COMMUNITY SETTING

Clara Barton High School for Health Professions stands among the cultural facilities clustered near Brooklyn's Grand Army Plaza. It faces the Brooklyn Botanical Gardens and is a few minutes' walk from the Brooklyn Museum and the Brooklyn Public Library. Prospect Heights High School, the area's zoned school, is across the street.

This area of Brooklyn divides Park Slope and Prospect Heights from Crown Heights. Residents of the school's immediate vicinity are primarily black; a large West Indian population lives along Eastern Parkway. Hassidic Jews, who live in Crown Heights, are represented among the school's faculty, but not its student body. Hispanics are not a strong presence in the area.

SCHOOL SETTING

Built in 1939 in art deco style, Clara Barton High School welcomes visitors into an impressive lobby, with a cathedral ceiling and a marble staircase leading to the principal's office. The school's classrooms and corridors are quiet and orderly. The building is excellently kept. Barton's administration maintains a discipline unusual in public schools: the school begins and ends with official classes and students' coats are locked up during the day; students sit at assigned seats in the cafeteria. Disruptions by students are said to be rare; generally the prospect of transferring to a zoned school is sufficient to improve behavior.

Clara Barton is a special high school that selects applicants from any part of the city who wish to prepare for one of nine health occupations: biomedical science, dental assistant, medical office assistant, medical assistant, rehabilitative services, and practical nursing. The school is organized as a "mini-college." Students in grades nine and ten take, in addition to mandated academic classes, courses which provide overviews of the health occupations. Each student selects a major for which requirements have been established. To meet those requirements, students take heavy programs. A typical high school program has eight scheduled periods including lunch. The Clara Barton program at the major level will have nine periods. Practical nursing students are scheduled for ten periods a day. The school's curriculum also provides opportunities for practical experiences, including working with dentists in a regular clinic, or in a local training hospital.

Clara Barton retains a high percentage of its admissions (86 percent in 1982). The graduates are very much sought after so they can look forward to entering the labor force in their field upon graduation -- unless they decide to complete their college training first. Ninety percent of the graduates go on to college either full time or on a part-time basis.

Clara Barton High School was formerly an all-girl school. Although now coeducational, it continues to enroll a 90 percent female student body. The population is mostly minority, mostly free-lunch eligible. The enthic/racial breakdown of the school population during the two years of the project was as follows:

TABLE 1

Ethnic/Racial Breakdown of Student Population of Clara Barton High School[a]

Ethnicity/Race	Year 1 1981-82	Year 2 1982-83
Black, non-Hispanic	2,003	1,951
Hispanic	475	450
Asian	31	37
White, non-Hispanic	15	7
American Indian	3	-
TOTAL	2,527	2,445

[a]Source. Pupil Ethnic Composition Reports, October 1981 and 1982, Office of Student Information Services, Board of Education of the City of New York.

Clara Barton is a predominantly black school; some of the students are from the nearby West Indian community. Hispanic students constituted 19 percent of the school's enrollment in the first year of the project and 18 percent in the second. According to the assistant principal for guidance, Hispanic students could account for a larger proportion of Barton students if not for two factors: first, that Hispanic youngsters, particularly girls, tend to go to local schools rather than non-zoned schools out of the neighborhood; and that the school's rigorous requirements and high academic standards have precluded the admission of LEP Hispanic students.

III. STUDENT CHARACTERISTICS

The program is designed to serve fifty students. In the first year the program got underway with 45 students, increased to 62 in mid-year, and ended with 50 in May. In the second year the program began with 49 students of whom 45 remained the entire year. Except for three students, all second-year program participants live in Brooklyn and are dispersed throughout the borough. There is a group of 14 students, however, that are concentrated along the Bushwick Avenue corridor from Williamsburg to East New York.

More than half the students in the program in the first year were speakers of Spanish born in the continental United States; that figure moved below 50 percent in the second year. Other students come from Puerto Rico, the Dominican Republic, and Central and South American countries (see Table 2). Tables 3 and 4 present breakdowns of program students by sex and grade and age and grade, respectively. Most students began the program as tenth graders and are now in grade 11 (see Table 5).

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Year 1		Year 2	
	Number	Percent	Number	Percent
United States	28	57	21	47.0
Puerto Rico	6	12	10	22.2
Dominican Republic	5	10	5	11.1
Ecuador	3	6	3	7.0
Panama	3	6	2	4.0
Guatemala	1	2	1	2.2
El Salvador	1	2	1	2.2
Colombia	1	2	1	2.2
Philippines	1	2	1	2.2
TOTAL	49	100	45	100.0

- The percent of students born in the United States decreased from 57 to 47 percent in the program's second year.
- Puerto Rican-born students increased from 12 to 22 percent.

TABLE 3

Number and Percent of Program Students by Sex and Grade

GRADE	MALE				FEMALE				TOTAL			
	Number		Percent of Grade		Number		Percent of Grade		Number		Percent of All Students	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
9	0	0	0	0	8	5	100	100	8	5	16.3	11
10	7	0	23	0	24	9	77	100	31	9	63.3	20
11	0	5	0	19	5	22	100	81	5	27	10.2	60
12	1	0	20	0	4	4	80	100	5	4	10.2	9
TOTAL	8	5	16	11	41	40	84	89	49	45	100	100

- Eighty-four percent of the program students in the first year and 89 percent in the second year were female. This distribution reflects the school's past curricular offerings: courses in preparation for homemaking careers.

- Most students began participating in the program at grade 10 and are now in grade 11.

TABLE 4

Number of Program Students by Age and Grade

Age	Grade 9		Grade 10		Grade 11		Grade 12		Total	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
14	4	1	0	0	0	0	0	0	4	1
15	3	3	16	2	0	0	0	0	19	5
16	1	1	11	4	2	10	0	0	14	15
17	0	0	3	3	3	14	5	1	11	18
18	0	0	0	0	0	3	0	2	0	5
19	0	0	0	0	0	0	0	1	0	1
TOTAL	8	5	30	9	5	27	5	4	48	45

Note. Shaded boxes indicate expected age range for grade.

- Most program students in year 1 were 15 or 16 years of age in grade 10; most program students in year 2 are 16 or 17 years of age in grade 11.
- The majority of the students are at the grade level expected for their age.

TABLE 5

Time Spent in the Bilingual Program[a]

(As of June 1983)

Time Spent in Bilingual Program	Number of Students Grade 9	Grade 10	Grade 11	Grade 12	Total
1 Academic Year	4	2	0	0	6
2 Academic Years	1	7	27	4	39
TOTAL	5	9	27	4	45

[a]Rounded to the nearest year.

- Eighty-seven percent of the students had been in the program for two years.
- Six students completed one year in the program.

LANGUAGE PROFICIENCY

Students take the Language Assessment Battery (LAB) test in both the English and Spanish versions. Most students score significantly higher in the Spanish version indicating that they possess native language skills that are superior to their skills in English. These students are said to be able to perform well if they receive special help in mastering English language skills.

Students with low scores in the Spanish LAB were generally doing poorly, indicating that they have other difficulties besides limited English language proficiency. The other group of students failing most consistently were U.S.-born students with English LAB scores below the twenty-first percentile.

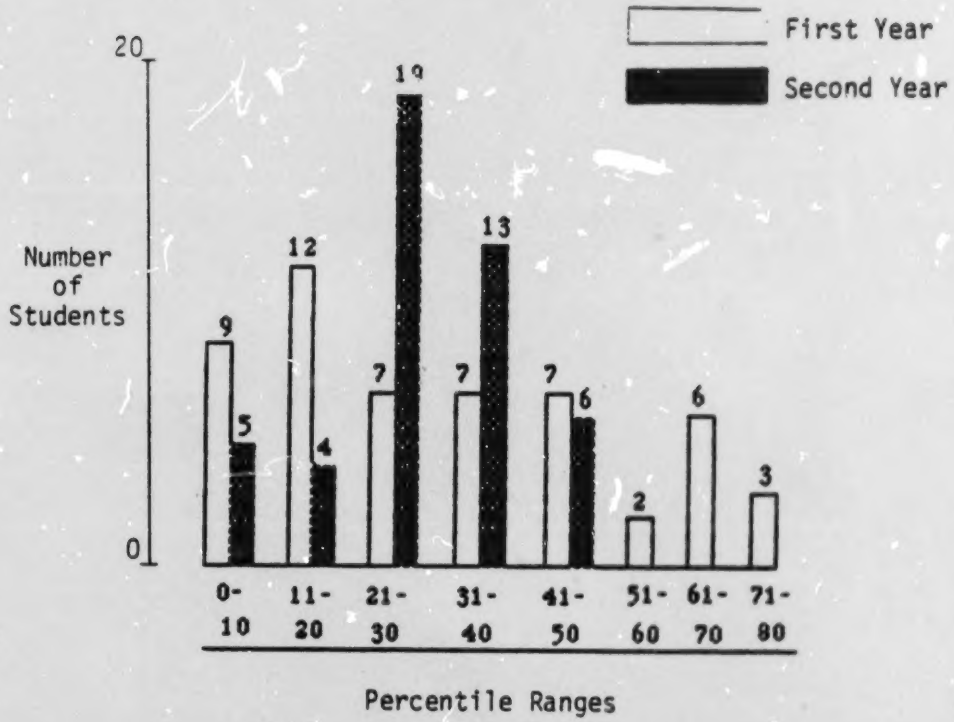
According to the project director, most program students speak Spanish among friends; code switching is typical. Most are more fluent in Spanish than they are in English. There are some who speak English quite well but experience difficulty dealing with English textbooks.

Figure 1 shows the distribution of program students' scores on the English version of the Language Assessment Battery. Because the sample each year is small and because there are data for only two years, it is not possible to identify any emerging patterns at this time.

FIGURE 1

Distribution of Program Students' Scores

on English Language Assessment Battery



In the first year of the program, the students (n=50) were a heterogeneous group, scoring from the tenth to the eightieth percentile on the LAB, with 42 percent of the students scoring below the twenty-first percentile. In the second year (n=45), the students were a more homogeneous group, the majority scoring between the twenty-first and fiftieth percentiles on the LAB. Only 20 percent were below the twenty-first percentile.

IV. PROGRAM DESCRIPTION

The bilingual program at Clara Barton attempts to prevent academic problems among LEP students. Faculty members and the administration stressed the demands placed on Clara Barton students, who must carry a health and science curriculum in addition to mandated courses. The current Title VII bilingual program is the school's first effort to provide supportive services geared to helping Spanish-dominant students maintain their performance at par with their English-dominant peers. A non-graded English-as-a-second language class, offered in previous years, has not been available since 1981 because the E.S.L. teacher has been on sabbatical.

GOALS

The program was designed to provide tutorial support to LEP students (those scoring at or below the twenty-first percentile on the LAB). Besides helping students with content-area courses, the program seeks to instill self confidence, and to develop study and learning skills. It is expected that program activities will result in the following student outcomes:

-- progress towards proficiency in English;

-- significant gains in Spanish language achievement;

-- success in content areas comparable to that of English-dominant students; and

-- compensation for possible limitations in the education received in the native country.

By offering students a unit within the school with which to identify and

by making staff available for advice and encouragement, the program attempts:

-- to reduce the impact of culture shock;

-- to bolster students' motivation to remain in school despite the economic strain many experience at home; and

-- to maintain attendance levels comparable to mainstream students.

By creating a bilingual component at Clara Barton, the project anticipates:

-- parental participation for the LEP segment comparable to regular parental participation in the school;

-- upgrading of bilingual professional skills for the project staff; and

-- eventual allocation of tax-levy services earmarked for the special needs of Spanish-dominant students.

A detailed listing of the program's instructional and training objectives is included in the Appendices.

ORGANIZATION

Due to late funding notification, the program did not begin operations until mid-October of the first program year. Two full-time positions were funded: the project director, responsible for program implementation, and a paraprofessional who would carry out clerical tasks and record keeping. Both staff members tutored students on an individual basis.

The program was originally designed to operate on a pull-out basis, but that system did not fit easily into the already hectic schedule of Barton students. Tutoring, therefore, took place during the school's five 40-minute lunch periods. Participating students typically ate

lunch in 15 or 20 minutes and visited the program office for the remainder of the period. To maximize the use of the lunch time, the project was housed on the first floor, near the cafeteria. That proved too noisy, however, and the project office was moved to a large, quiet room on the third floor. In spite of the distance this location works much better. A tutoring session will last 15 or 20 minutes.

TUTORIAL SERVICES

According to program logs, both the project director and the paraprofessional provide approximately 25 individual tutorial sessions each a week. A weekly log sheet taken at random from the director's file showed that 22 tutorial sessions were provided that week to 17 different students; five came in twice. Another log showed the paraprofessional provided 26 sessions to 19 different students; five came in twice and one came in three times that week. The project maintains a work folder for each student. A student working on writing skills will have several compositions in the folder, while others working on different skills have a variety of textbook exercises.

Students are not scheduled for sessions; they come as they need help and identify the areas where help is wanted. During the first year students requested help most often in the areas of biology and world studies; the second year it was in math.

In some cases students were helped in tutorial sessions to develop their own study aids, for example, flashcards of difficult biology terminology. When students asked for help in math, they were sometimes referred to a volunteer tutor who visited the school on a

weekly basis to work with honor track students but who helped bilingual program participants as well. When students came for assistance but had no specific problems, staff members offered help with English skills. Both English and Spanish were used in the tutorial sessions; generally, Spanish was used for informal conversation and English was preferred when dealing with academic subject matter.

THE PROJECT OFFICE AS HOME BASE

The project office plays a critical role for many program students by providing a "home base." In a school where programs are highly individualized and, therefore scattered, the office is a place where students come together and feel that they "belong." As such, the project's function goes well beyond tutoring to provide the kind of emotional support that may have a favorable effect on a student's personal and academic life.

An evaluator followed a typical student's relationship with the project office. Ana (not her real name) became a project participant in the middle of the ninth grade. She was doing so poorly that she did not earn enough credit to move to the tenth grade. Consequently, she was scheduled for the math and reading clinic at the school. This elicited a great deal of hostility from Ana and, reports the counselor, there were quite a few confrontations in the beginning of the year in which Ana demanded that she be dropped from the clinic and the counselor refused. Poor academic history and poor attitude made Ana, in the counselor's opinion, a candidate for failure.

The project office developed rapport with Ana and gradually the situation changed. Ana's work folder shows that activities emphasized English language skills. She wrote short compositions on such topics as "My Dream House" and "Fancy Restaurants I've Been To." Ana's history class was visited to see what difficulties she might be encountering. The class, on "The Growth of Democracy in England," moved sluggishly at a low level of energy. The program director later explained that the history teacher is one of several teachers in a special training program for improving teaching skills. The project office, being aware of the problem, has stepped in to help Ana with the subject matter.

In spite of being behind at the beginning of the year, of harboring hostility for a while, and of extra problems such as weak history teaching, Ana is catching up. In the counselor's words, "the change has been remarkable." Examination of her school record card revealed that her grades still need a lot of improvement, but she accumulated enough credits to make it into the eleventh grade and to be accepted into her second choice of major, health assistant. Because the bilingual office is there to support Ana, the counselor feels that she will succeed in her major. Without the program, Ana would not have been allowed her choice. This kind of service to individual students is expected to reflect ultimately on general school performance.

The project has had its share of extreme cases. One student this year, who was a victim of incest, became pregnant, and returned to her native country, was supported through an emotional ordeal by several

resources in the school. But, according to the counselor, "nothing would have been done had it not been for the bilingual office." The school assured the student that she would be accepted back into the school should she wish to return.

V. NON-INSTRUCTIONAL ACTIVITIES

PARENTAL PARTICIPATION

The project organized a Parent Bilingual Advisory Council, consisting of seven parents. Two meetings were held, one before the program began and one after. It has been difficult to enlist parent participation since the school is not neighborhood-based and many students live some distance from Clara Barton. The project takes advantage of the regular Open School nights to have parent meetings. So far, those meetings have been well attended.

STAFF DEVELOPMENT

The bilingual staff consists of two individuals: the project director, who holds certification in Spanish and bilingual guidance and has seven years' experience in bilingual education; and a paraprofessional, who holds an A.A. degree, has five years' experience in bilingual education and six years in E.S.L. Both staff members continue to take university courses: the director in guidance and special education, and the paraprofessional in a bachelors in education program.

SUPPORTIVE SERVICES

In addition to tax-levy services from the school's grade advisors and guidance counselors, program students receive advice and encouragement from program staff. The fact that both have a substantial guidance background has proven to be a great asset to the program. Clara Barton maintains a high level of attendance; it is through supportive services that staff program is emphasizing the improvement of attendance.

Program students' attendance seems to be improving from the first to the second program year. During the week of the evaluation visit, program attendance figures were comparable to those of the school as seen below.

TABLE 6

Attendance Figures for School and Program Students
(Week of May 23rd)

Date	Percent of Program Students Present	Percent of School Students Present
May 23	80.0	85.5
May 24	89.8	86.9
May 25	86.6	86.9
May 26	82.2	86.7
May 27	80.0	83.9
AVERAGE	83.7	85.9

POTENTIAL IMPACT OF THE PROGRAM

Impact on Admission Policy

In the absence of supportive services, Clara Barton's administration had been reluctant to admit LEP students who might have difficulty with the school's curriculum. The faculty is now more confident about teaching Spanish-dominant students and the students feel more secure at Clara Barton. Besides the supportive services, the advent of the program also brought the formation of a Hispanic club that meets once a week.

The percentage of Hispanic students enrolled at the school in the last few years was as follows:

1978	19 percent
1979	19 percent
1980	20 percent
1981	19 percent

The administration hoped that the existence of the bilingual program would attract more Hispanic students to the school. Although the number of Hispanic students decreased to 18 percent of the school population in 1982, the school has been working on increasing the figure for 1983. The bilingual office worked with the school administration on a slide presentation and brochure to be used for recruitment with a special appeal to Hispanics.

Impact on Programming

At the end of tenth grade, students submit first, second, and third choices for a health profession major. A grade advisor then assigns students to majors on the basis of both interest and ability. The majors vary in academic difficulty and range from medical office assistant, the least demanding, to practical nursing, the most rigorous. Recently the Honor Academy was added to orient students toward pre-medical and pre-dental programs in college and includes a preceptorship program. The Honor Academy demands the highest academic ability.

The grade advisor stated that prior to the bilingual program, she was reluctant to assign a student who was not a native speaker of English to practical nursing, bio-medical science, or one of the other more challenging majors which require courses in body structure and

function, chemistry, and other relatively sophisticated science classes in addition to regular academic subjects. The availability of the bilingual program has widened the choices for Spanish-dominant students. The records of program students already accepted into majors were reviewed and revealed the following distribution:

Honor Academy	1
Medical Science	6
Practical Nursing	2
Human Services	2
Rehabilitation Services	2
Medical Secretary	1
Medical Business Career	5
Dental Lab Assistant	3
Medical Office Assistant	9
Coop Program	1
Health Assistant	5

Those students who have begun their majors are all passing. For some it has meant taking extra courses at night and during the summer, but so far all are meeting the challenge.

A new aspect of programming brought about by the bilingual project will be put into effect in September, 1983. Program students will be placed together in some basic classes to make it easier for the program office to work with the teachers assigned to those classes and to permit the paraprofessional to work with students inside the classroom. One session of English 6 has 21 program students assigned to it and a Fundamental Math 2 session has 11. The project will be able, working closely with classroom teachers, to coordinate tutorial sessions to complement regular work. These special sessions may be the precursors of bilingual classes at Clara Barton.

VI. STUDENT ACHIEVEMENT AND ATTENDANCE

The following section presents the assessment instruments and procedures used in evaluating the attainment of program objectives. Analyses were performed only for achievement in English language skills and student attendance, since data for Spanish language achievement were not provided. Information on content-area performance was furnished by the project director.

ENGLISH AS A SECOND LANGUAGE

The assessment instrument utilized for measuring achievement in this area was the Criterion Referenced English Syntax Test (CREST). The CREST was developed by the New York City Public Schools to measure mastery of instructional objectives of the E.S.L. curricula at the high school level. There are four items for each objective, and mastery of an objective is achieved when three of the items are answered correctly. The test has three levels: beginning (I), intermediate (II), and advanced (III). The maximum score on Levels I and II is 25, while the maximum score on Level III is 15.

Mean differences between pre-test and post-test are calculated to represent the gain score, and an index which represents the number of objectives mastered per month is computed. However, since the levels are not equated vertically, it is impossible to measure gains for students who change levels. Extensive information on CREST objectives and psychometric properties appears in the Technical Manual, New York City English

as a Second Language Criterion Referenced English Syntax Test.*

The program objective was formulated so that the criterion was an average mastery of one CREST objective per month of instruction (the criterion used by most bilingual high school programs in New York City). In accordance with this criterion, data for 24 students, for whom pre- and post-test information was available, were analyzed. Table 7 presents the analysis of these data. All students were pre- and post-tested on CREST, Level II and mastered 0.27 objectives per month, well below the criterion level. However, inspection of the data indicates that the students tested, demonstrated a high initial mastery rate of an average of 21.21 objectives mastered. Thus there was little room to demonstrate achievement (see Recommendations).

TABLE 7

Results of the Criterion Referenced English Syntax Test

(Program Students, Pre- and Post-Tested on Same Test Level)

Whole Year

Test Level	Number of Students	Average Number of Objectives Mastered Pre	Post	Objectives Mastered[a]	Average Months of Treatment	Objectives Mastered Per Month
II	24	21.21	22.88	1.67	6.33	0.27

[a]Post-test minus pre-test.

*Board of Education of the City of New York, Division of High Schools, 1978.

MATHEMATICS, SCIENCE, AND SOCIAL STUDIES

Data to assess the program objective in these areas (program students will pass translated Regents examinations in these areas at the same rate as mainstream students) were not provided. Instead, the project director furnished information on the percent of program students passing content-area courses in the spring semester. Passing rates were compared to those for the students in the school as a whole and are presented in Table 8. As can be seen, program students were slightly behind the school average in English and science; they were comparable in social studies; they were well ahead in foreign language; and they lagged significantly in mathematics.

TABLE 8

Achievement in Content-Area Subjects

Content Area	Percent of Students Passing	
	Program	Total School
English	67	71
Mathematics	43	60
Science	60	69
Social Studies	76	75
Foreign Language	90	66

STUDENT ATTENDANCE

The average total attendance rate of program students (n=45) is presented and compared with the school-wide attendance rate (n=2,382). The z-test was used to examine the difference in attendance rates between program students and general school population. A z-value that is sufficiently large to attain statistical significance indicates that the two attendance rates are significantly different. As indicated in Table 9, the program attendance rate (86.73 percent) and the general school attendance rate (86.01 percent) do not differ significantly.

TABLE 9

Significance of the Difference Between the Attendance Percentage of Program Students and the Attendance Percentage of the School

Grade	Number of Students	Mean Percentage	Standard Deviation
9	5	85.00	8.15
10	9	82.33	18.83
11	27	88.30	8.52
12	4	86.00	3.16
TOTAL	45	86.73	10.98

Average School-Wide Attendance Percentage: 86.01

Percentage Difference = .72 z = .1392 p = NS

VII. CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

The Title VII Bilingual Program at Clara Barton has progressed towards fulfilling its objectives in the following areas:

Academic Achievement

Project students, most of whom were in their second year of program participation (see Table 5), manifested high pre-test scores on CREST, Level II -- an average of 21.21 objectives mastered. Although this high initial mastery rate left little room to demonstrate achievement on the selected assessment instrument and thus prevented the students from reaching the program criterion, it was considerably higher than the average of 13.1 objectives mastered by a similar program group on the pre-test the previous year. (In fact, fall '82 CREST pre-test mastery was similar to the average post-test scores -- 23.4 objectives mastered -- in spring '82. See Recommendations for testing students' achievement in English as a second language.)

A scholarship report provided by the project director, shows that program students this year were slightly behind the school average in English and science; were on a par in social studies; were far ahead in foreign language; and way behind in math. The special class organized in math for next year will begin to address the main gap in program students' scholarship.

Program students are represented in all majors offered by the school including the top programs: more Spanish-dominant students are being allowed the major of their choice. In addition, all program

students who started their majors (eleventh and twelfth grades) are passing.

Finally, program students demonstrated attendance rates which ranged from 82 percent in grade 10 to 88 percent in grade 11.

Supportive Services

Students who lack independent study skills were helped in tutorial sessions to organize assignments and to develop study aids such as flashcards. In addition, the project office serves as a home base on which students rely when they feel they need help to cope. The school counselor finds that the project removes barriers to reaching the students.

The program also bolstered students' motivation to remain in school. In the second year, the program had a steady group of students. Attendance records for the week the school was visited showed program students only slightly behind the school average. The program's drop-out rate was eight percent; the total school's was 14 percent (among the lowest in the city).

Parental Participation

Parental participation for the school as a whole is not considerable. Parents do show up on special occasions such as Talent Showcase and Open School evenings. The project takes advantage of those special times to meet with its parents.

Staff Development

The project director, already certified and experienced in bilingual guidance, continues taking guidance courses. The paraprofessional, also experienced in bilingual education, continues working towards a bachelor's degree in education.

Future Plans

In order to receive tax-levy services earmarked for bilingual instruction, the school needs to have enough students who are eligible for these services. A recruitment campaign was started with the active participation of the bilingual project director. The recruitment materials, with a special appeal to Hispanics, are ready.

The first version of bilingual classes is scheduled to begin in September, 1983. Sizable numbers of program students were grouped together in the same section of English 6 and Fundamental Math 2 classes.

The overall objective of the Clara Barton administration in establishing the Title VII bilingual program was to create the kind of school climate that would make the health professions program available to Hispanic students, a segment of the population previously excluded from the school. The school still has a distance to go, but its accomplishments shows that it is moving towards the achievement of its goal.

RECOMMENDATIONS

It is recommended that the program consider the following areas in its third year of operation:

1) In order to better document program progress, the project might consider setting up quarterly evaluation meetings of staff, bilingual class teachers, and other relevant personnel to discuss program goals and activities, as well as solutions to problems encountered by staff and students.

2) In order to better document student achievement, the project is urged to make every effort to implement the testing program as proposed and to assure that student data are reported accurately. A greater attempt should also be made to improve the number of program students who are tested on standardized instruments.

3) The program objective for student achievement in English as a second language (five CREST objectives per month of instruction) is far beyond that set for students in New York City Title I high school E.S.L. programs (one CREST objective mastered per month). It is recommended that the program revise its objective to more realistically assess student performance in this area. In addition, students who demonstrate 80 percent pre-test mastery of CREST, Level II should be post-tested on the next higher level.

4) In view of the new bilingual classes in English and mathematics, program staff must now make greater attempts to ensure that tutorial services are coordinated with this coursework, that such services are made available to students with below-passing averages in these classes, and that a detailed record of services is maintained for each student.

5) In order to strengthen tutorial sessions, program staff might attempt to identify needs and any significant patterns related to academic achievement, such as problems in particular content areas, length of time in the program, and the effectiveness of varied bilingual approaches.

6) In order to strengthen the supportive services component of the program, staff might consider tracking student behavior by examining drop-out and graduation patterns and students' post-high school plans to determine the areas in which services could be most effective.

7) In view of the school's attempt to recruit more Hispanic students to the health professions, staff might attempt to determine the efficacy of program-developed recruitment materials by interviewing newly-arrived students as well as their parents at activities such as Open School Night.

VIII. APPENDICES

123a. 30 (e) Evaluation Plan

(1) The evaluation plan will consider the project's instructional and training objectives, outlined below:

STUDENT

Objective 1- English Language Component: All students will make progress toward proficiency in English. As a result of participating in the program students will master an average of five course outline objectives per month of treatment.

a. Instrument: C.R.E.S.T.(Criterion Referenced English Syntax Test) and the Language Assessment Battery.

b. Data Analysis Procedure: Calculate the mean number of objectives mastered per month. c. Time schedules/Staff responsibilities-see t: line chart below

Objective 2-Native Language Objective: Students participating in the program will show significant gains in Spanish language achievement.

a. Instrument: Prueba de Lectura, appropriate level

b. Data Anlysis Procedures: Correlated t-test for significance of the difference between pre-test and post-test raw scores. c.(See time

Objective 3- Content Area Objectives: As a result of participating in program's instruction in science, mathematics, or social studies, students will pass translated regents examination at the same statistical rate as the percentage of mainstreamed students.

a. Instrument: Uniform translation of Regents Examinations

b. Data Analysis Procedure Test for the difference between two independent proportions. (Time schedule- See time line below)

Objective 4- Non- Academic Objectives: As a result of participating in the program, students' attendance will not differ significantly from mainstreamed students.

a. Instrument: Attendance records

b. Data Anlysis Procedure:Test of the difference between independent proportions. c. Time schedule- See time line below

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Objectives #1&2 (2- Comparison)

The performance of participants as it would have been in the absence of the project will be determined by the New York City Office of Educational Evaluation. Historical regression will be used as the principal technique.

Objective 3 _ Academic subject content areas- Non-participants will be identified for comparison on the following basis: students who score at or below the 20th percentile on the Language Assessment Battery(LAB), but who were not assigned to the program because of 1. parental option 2.their English percentile rank was higher than their Spanish percentile rank, or 3. the program could not accommodate all of the students who were in need. In order to ascertain the comparability of the two groups, demographic information for both groups will be collected on the variables on the following page. These students will be identical to program participants.

Note on Sampling Procedures:

Sampling procedures have been identified as an acceptable method for obtaining, student test data by the Title VII Rules and regulations, if applicable. Since sampling procedures are not suitable for the New York City situation we have opted not to use them.

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STAFF- Training Objectives

Staff will participate in workshops and will take courses in bilingual education in order to be better prepared to participate in a program of bilingual education.

a. Instrument: Minutes of meetings, Purchase Orders for courses.

b. Data Analysis: Compare pre and post survey of needs (attached later) and compare for growth; analize records above. Staff will show increase in self-image and ability due to training participation.

Para-professionals participating in the program will be allowed to participate in the career-ladder program sponsored by the Board of Education. This program is a comprehensive college program leading to a degree in education. Teachers involved in the program will be encouraged to enroll in degree-granting programs in bilingual education at CUNY, LIU or NYU. In this manner staff will improve in the special skills necessary to conduct programs of bilingual education. Training will also help staff to meet State and New York City Board of Education requirements for licensure as teachers. All of the above activities will, however, depend on the Needs Assessment to be conducted at the beginning of the program. Funds are budgeted for tuition payments for the training as outlined above.

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